



Behaviour and Discipline Policy

Responsible for Review Curriculum Governors
Last reviewed January 2024⁵
Next review: January 2026

Behaviour and Discipline Policy Lavendon School

Philosophy

A clear well-established behaviour policy, with a shared understanding of expectations is essential for everyone including governors, members of staff, children and families. This will ensure a consistent approach across the school. Our school values are interwoven throughout this policy:

Caring
Respect
Resilience
Independence
Honesty
Happiness

Aims

Through the consistent application of this policy we aim to:

- Create a safe and happy environment through the encouragement of good behaviour at all times.
- Encourage attitudes which will help children to respect others and to expect the same in return
- Teach the positive value of self discipline in work and behaviour
- Promote firm action against all forms of bullying
- Ensure that children respect themselves and others

Restorative Principles

To support the expectations of children's behaviour and how it is dealt with, the school makes use of Restorative Principles. Restorative principles stress the importance of relationships over and above rules. It seeks at all times to restore the relationships between people when these have been damaged by inappropriate or challenging behaviour. This has profound implications for any community that seeks to embrace restorative principles and requires a commitment to positive relationships and community building. This encourages children to become effective and reflective citizens.

By using restorative practices, issues can be dealt with restoratively, and these may involve conflict where there is no 'guilty party' or when both sides are blaming the other. Mediation (or conversations) is an appropriate response to such situations, where neutral facilitators enable those in conflict to listen to each other and find a mutually acceptable way forward.

- 1 Always focus on what is going well
- 2 Draw attention to good behaviour
- 3 Take time to `teach' good behaviour and explain the reasons to the children
- 4 Give clear and regular reminders of what we expect
- 5 Give plenty of praise where appropriate
 - Verbal praise
 - House Points/stickers
 - Celebration/Sharing Assembly
 - Enrichment Time
- 6 Encourage children to give verbal praise to their peers
- 7 Positive body language
- 8 Listen to children as well as giving guidance
- 9 Manage induction transition sympathetically and positively
- 10 Show work to another teacher or the Headteacher
- 11 Whole class rewards for good behaviour, eg: marbles in the jar, table points
- 12 Share and report on work with parents
- 13 Targets related to good behaviour set by an individual or groups of children for given period of times as appropriate.
- 14 Set an example ourselves through dress, manner, courtesy and care.

6. Strategies for dealing for difficult behaviour

The central purpose of a behaviour policy is to promote and encourage positive attitudes towards good behaviour.

When dealing with difficult behaviour, we must always take into account the needs of the individual child and be seen to be fair and just.

Consequences for difficult behaviour

- **Verbal Warning** – give an explanation why. Explain this is an opportunity to stop the behaviour- and encourage the children to make the right choice.
- **2nd warning**
- **Yellow Card** - 2 mins or 5 mins (dependent on child's age) out and moved away from distraction within class. If the behaviour persists, then the next step is a **red card**.
- **Red Card** – sent to Deputy Head. The class teacher will inform the parent that the child has received a red card, and will speak to the parent at the end of the school day to provide the context for the incident once all children have been dismissed safely.

- **Further red card that week**- as Step 4 but Deputy Head will send to Head.
- **If further red cards given that week, child to be on a behaviour card for every lesson. All privileges are stopped.**

All red cards are to be logged on CPOMs.

Red Cards

Red cards are issued immediately when there is an intent to cause harm. Examples of this can be racist abuse and deliberate physical abuse.

Apart from when a child may be on a behaviour card, each lesson is a fresh start, In the case of everyday classroom management, the teacher should use their discretion whether a time out or loss of Play/ Lunchtime/ enrichment is necessary, including the amount of time a child may miss. This should be noted on CPOMs.

In lines with the Restorative Practice principles, children in Key Stage 2 are asked what they think the appropriate consequence should be.

It is important to anticipate situations that trigger types of behaviour:

- the weather
- individual personalities
- the composition of the class
- activities which are not well matched to the ability of the child
- family difficulties
- changes of school routine

Create an atmosphere of trust, and

- make time to talk and listen to the child
- discuss targets with the child through use of incentives such as a positive reward chart
- present child with positive situations where you expect them to do well in order to build up success and self-esteem
- set procedures and/or time limits for certain tasks and activities
- review progress with the child
- where appropriate, minimise attention given for unacceptable behaviour
- consultation with parents and child
- involve outside agencies when necessary

Give child:

- special jobs and responsibilities
- equal opportunities for privileges
- time out - enlist time and help of another adult

All adults within our school and those who have influence on the children (most especially their parents) work together to promote good behaviour and deal with poor behaviour in school consistently and in accordance with school practices.

Reasonable adjustments are made for children with SEMH (Social, Emotional and Mental Health) needs. It is important that staff recognise which behaviour falls within the normal needs range and which should be brought to the attention of the Special Needs Co-ordinator. Whilst extenuating circumstances may influence a child's behaviour, they are not seen as an excuse for poor behaviour. Children are supported through their need and encouraged to express themselves in a controlled and safe way. Individual children with emotional and behavioural difficulties often experience problems in coping with the learning and this must be taken into consideration, through effective adaptative teaching.

Home School Liaison

A Home School Agreement will be issued to all children and families joining our school which sets out the school's clear expectations for behaviour.

- Inappropriate or consistent bad behaviour towards other children or adults in the school will be discussed with parents.
- Regular contact with parents will be established and together we will set expectations and clear targets, which will be reviewed regularly. Consideration may be given to the involvement of outside agencies if needed. All conversations about behavioural issues will be recorded and stored on CPOMS..
- Further meetings will be arranged when appropriate.
- It may be decided to place the child on the SEND register for SEMH needs and a support plan drawn up in consultation with the SENCO, class teacher, parents and any other agencies involved.

Responsibilities

It is the responsibility of all staff to respond to unacceptable behaviours observed. The class teacher is responsible for managing pupil behaviour within the classroom and at break time when on duty. Behaviour problems at lunchtime will be dealt with by the staff on duty and referred to the Headteacher or Deputy Head when necessary. The relevant teacher will be informed. The class teacher will refer to the Headteacher when a child in their class:

- is causing damage to themselves or others
- is using abusive language
- leaves the classroom without permission
- does not comply with the established behaviour expectations.

On occasions it may be necessary to use reasonable force. Circumstances in which force might be used are described below:

The use of restraint/reasonable force to control pupils

There may be occasions when members of staff may have to intervene physically with pupils. There is no legal definition of 'reasonable force'. It will always depend on all the circumstances of the case. Teachers and other persons authorised by the headteacher can use such force as is reasonable to prevent pupils from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- injuring themselves or others.
- causing damage to property including the pupil's own property.

Any such incidents are recorded on CPOMS as matter of course in the school. Nominated staff members have had Team Teach training.

Serious Incidences

Serious or repeated incidences of unacceptable behaviour will be dealt with by the Headteacher, and recorded on CPOMS.. Parents will be informed and asked to meet with the Head Teacher and Class Teacher. Guidelines are available on the Department of Education (DFE) Behaviour and Attendance' website. A support plan to enable the child to be successful will be drawn up including all parties and involving the outside agencies where necessary.

Suspension Exclusion

The school has a set procedure that will be followed if an offence occurs which could result in a pupil being excluded or suspended. Only the Headteacher or a senior teacher deputising in her absence may exclude a pupil and this must be on disciplinary grounds. The procedure involves the Pupil Discipline Committee (PDC) of the school's governing body.

The decision to exclude will only be taken in the following circumstances following statutory guidance:

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.

- Serious breaches of the school's behaviour policy
- When the decision to allow the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- A permanent exclusion results in the child being removed from the school's roll.

In fixed-term suspension, the child remains on the school's roll, but is forbidden from entering the premises for a defined period. This is almost always for less than a week. Fixed term suspensions are considered as a sanction when there have been persistent incidents of malicious, unsociable or aggressive behaviour or where there is one serious incident of extreme behaviour.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEMH needs or disability that a pupil may have. The headteacher should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.

Where a pupil is showing serious behavioural problems, the school will put in place a pastoral support programme to help that individual pupil manage his or her behaviour. Parents and support agencies would work with the school to develop such a programme.

All children have a right to an education. Lavendon School will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day.

A permanent exclusion is given in extreme circumstances at the end of a series of disciplinary actions, which have failed to resolve the situation. Parents can appeal against a permanent exclusion to the Pupil Discipline Appeals Committee of the Governing body.

Informal or unofficial suspensions, such as sending pupils home to cool off are unlawful, regardless of whether they occur with the agreement of parents or carers. Any suspension of a pupil, even for short periods of time, must be formally recorded.

In considering whether to suspend or exclude a pupil, the headteacher will weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of the behaviour policy.

Whenever the head teacher suspends or excludes a pupil they must, without delay, notify parents of the period of the suspension/ exclusion and the reasons for it.

They must also, without delay, provide parents with the following information in writing:

- The reason for the suspension/ exclusion.
- The period of a fixed-period suspension or, for a permanent exclusion, the fact that is permanent.
- Parent's right to make representations about the suspension/ exclusion to the governing body and how the pupil may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the governing body to consider the suspension/ exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- The headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of a suspension (or until the start date of any alternative provision where this is earlier). Parents who fail to comply with this duty without reasonable justification commit an offence and may be given a fixed penalty notice

or prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session.

Bullying

Following restorative principles, the following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- a clear account of the incident will be recorded and given to the headteacher or a member of the senior leadership team.
- the headteacher will interview all concerned and will record the incident on CPOMS.
- teachers will be kept informed.
- parents will be kept informed.
- disciplinary measures will be used as appropriate and in consultation will all parties concerned.

Incidents of bullying will always be taken seriously by the school. Bullying is not tolerated and it will be made clear to the alleged perpetrator. When undertaking PSHE work in class and through assemblies with a bullying theme, children will be informed how they should deal with bullying directed against them. Any child who feels they are being bullied will know that they will be supported and that they should speak to a member of staff or tell a friend. All reports of bullying will be investigated as quickly as possible. Parents of all children involved will be informed of any incidences relating to their child and notified of action taken. The same rule applies to any racial or sexual harassment.

It is recognised that bullying may take varying forms. We recognise that as a small school, exclusion from groups can cause particular distress, as children do not have a wide choice of other children to play with. Class teachers will be sensitive to relationships and work partnerships within the class to ensure all children are included and supported with pair or group work activities.

Bullying is recognised as sometimes involving **persistent**

- name calling.
- ridiculing a person's appearance, abilities or belongings.
- making unkind comments about other family members.
- physical abuse.
- threatening behaviour.
- excluding a child from playtime activities.
- staring or making a person feel uncomfortable.
- Intimidating behaviour by a 'gang'.

The class teacher may not be aware that a particular child is being bullied. At the same time it is important that it is established that genuine bullying is taking place, and not a falling out between two children which can be resolved in a different way. Any concerns

about peer on peer abuse should be reported immediately to the Designated Safeguarding Lead.

All staff will be informed if an incident of bullying is reported.

Children

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Children who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- restorative conversations and an agreed consequence given
- exclusion from certain areas of school premises
- suspension
- exclusion in severe circumstances i.e. appropriate to the age of our children

The school will continue to promote good social behaviour through PSHE lessons and to communicate to children that kind behaviour towards others is valued.

7. Racial Issues

At Lavendon School we recognise the harmful effects of racism and prejudice within a school setting. We are aware that a child coming to our school from a minority ethnic group could be the only pupil or one of only a few from another racial group. At Lavendon School we believe in celebrating diversity and promoting racial equality in all aspects of school life.

The school responds proactively to any racist incident reported in school and would challenge any attitudes of racism. All our school policies emphasise equal opportunities for all our pupils regardless of race or background.

The Headteacher is the named person responsible for dealing with racist incidents. All staff will be vigilant with regard to this issue and would ensure that any victims of racial harassment would be supported within the school.

The school will follow the appropriate guidelines for dealing with racist issues. The role of parents working with the school is considered crucial.

The school is aware of its responsibilities to report all incidents of a racial nature to the Governing Body and also reporting is recorded on CPOMS.

Monitoring and Evaluation

Pupil behaviour will be regularly discussed as part of a staff meeting. This policy should be formally evaluated on a biannual basis and a report given to governors through the headteachers report.

Equal Opportunities

All children are treated as equals and this is promoted at all times thus providing a welcoming and secure environment in which all children will be able to create a positive self image and develop to their full potential.

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the following policies:

- Special Educational Needs and Disability
- Single Equality policy
- IFTL Behaviour Policy
- PSHE Policy
- Restrictive Physical Intervention Policy

8. Policy Review

This policy will be reviewed **biannually**

Date Agreed:	
Signed:	
Reviewed by staff	Spring 2024
Next Review:	Spring 2026

APPENDIX 1 – HOME SCHOOL AGREEMENT

Home School Agreement

The school will

- ◆ Provide a broad and balanced curriculum and meet the individual needs of your child and ensure continuity and progression from year to year
 - ◆ Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility in all pupils
 - ◆ Care for your child's safety and happiness
 - ◆ Promote your child's spiritual, moral, social and cultural development
 - ◆ Provide a stable, orderly and stimulating environment in which your child will have the opportunity of developing his/her own personal potential
 - ◆ Let you know about any concerns or problems that affect your child's work or behaviour
 - ◆ Set and mark homework in accordance with the school's homework policy
 - ◆ Arrange parents' evenings during which your child's progress will be discussed
 - ◆ Keep you informed about school activities through regular letters sent home
 - ◆ Be open and welcoming and offer opportunities for you to become involved in the school
- By signing the Home School Agreement, parents acknowledge the school's power to use reasonable force on their child in the circumstances described in the policy.

The Family

We will strive to:

- ◆ Support the school in achieving its stated aims
- ◆ Support the school's policies and guidelines on behaviour
- ◆ Make the school aware of any concerns or problems that might affect our child's work or behaviour or wellbeing.
- ◆ Support our child in homework and other opportunities for home learning

- ◆ Attend parents' evenings and discussions about our child's progress
 - ◆ Ensure that your child attends school regularly, is punctual and that the school is informed of any absences
- Parent/carer signature

The Child

I will try to:

- ◆ Do all my school work to the best of my ability.
- ◆ Be kind, polite, and helpful to everyone at school.
- ◆ Show respect towards adults.
- ◆ Treat others as described in our values
- ◆ Behave responsibly.
- ◆ Be responsible for bringing the correct equipment to school.
- ◆ Tell a teacher if I have a problem or I am worried about anything.

Child's name.....

Signed.....Date.....

Child/Parent Internet Safety Agreement

- ◆ I will tell an adult right away if I come across any information that makes me feel uncomfortable.
- ◆ I will not give out my address, telephone number, or the name and location of my school without an adult's permission.
- ◆ I will never agree to get together with someone I "meet" online without first checking with my parents/carers.
- ◆ If I get a message that is mean, or makes me feel uncomfortable, I will not respond. It is not my fault if I get a message like that, and I will tell my parent/carer if I do.
- ◆ I will work with my parent/carer so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and areas that I am allowed to visit. I will not access other areas or break these rules without their permission.

I have read the child/parent Internet safety agreement and have signed below to agree to abide by it.

Child's nameParent/carer signature

APPENDIX 2 - BEHAVIOUR POLICY

It is our policy to set very clear and consistent boundaries within which good behaviour is encouraged and unacceptable behaviour is punished. Lunch time can be a difficult part of the school day. There can be on occasion, a marked increase in arguments, unpleasantness and rough "play".

At school we can only do so much and we need the support and co-operation of parents in finding ways to overcome these difficulties.

SCHOOL REFERRAL SYSTEM

1. Teachers and children negotiate and draw up a list of class / shared area rules.
2. Minor incidents will be dealt with immediately with the individual child or children involved.
3. A general class / shared area discussion about behaviour may be appropriate.
4. For repeated poor behaviour or a more serious incident a member of SLT will deal with the individual child or children as soon as possible.
5. For persistent poor behaviour or a serious incident, the Headteacher will be informed and may deal with the individual child or children involved.
6. Where appropriate, a meeting between the parents and the class teacher will be arranged. This will include the Headteacher, if necessary. From this partnership an appropriate behaviour support plan will be drawn up for the child and further meetings may be arranged.

Brief notes from this meeting will be recorded and passed to the Headteacher.

Parent Interview sheets will be uploaded onto CPOMS for further reference.

7. Occasionally the Headteacher may deem it appropriate to involve outside agencies to support a child's needs.

APPENDIX 3 - THE USE OF RESTRAINT

TYPES OF INCIDENTS

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- a. where action is necessary in self-defence or because there is an imminent risk of injury;
- b. where there is a developing risk of injury, or significant damage to property;
- c. where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

These lists are not exhaustive.

PRACTICAL CONSIDERATIONS

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the police.

The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

PHYSICAL CONTACT WITH PUPILS IN OTHER CIRCUMSTANCES

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid.

Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting.

Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact. It is important that all staff receive information on these children and use appropriate responses.

In addition, the school will need to develop clear common practice towards particular groups of children and contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.